Annotated Bibliography

Garrison, C., & Ehringhaus, M. (2014, July 30). Formative and Summative Assessments in

the Classroom. Retrieved April 23, 2016, from

https://www.amie.org/BrowsebyTopic/WhatsNew/WNDet/Tabid/270/ArtMid/888/

ArticleID/286/Formative-and-Summative-Assessments-in-the-Classroom.aspx

This online article gives a good summation of what the roles of a formative and summative assessments are and how they are used. When giving the formative assessment, it gives the both the teacher and the student an understanding of what the student knows and gives the teacher a chance to make adjustments. In the summative assessment, it speaks of how the assessment is used for the grading process. No adjustments can be made at this point.

Johnson, E., & Jenkins, J. (2009, December 23). Formative and Summative Assessment.

Retrieved April 23, 2016, from http://www.education.com/reference/article/formative-

and-summative-assessment/

This source on formative and summative assessments provided the five procedures of formative assessments which shows the role and effectiveness of the formative assessment. They are observation, feedback, curriculum-based measurement, self-assessment and portfolios. Summative assessment was explained as a way to gauge the students understanding of the lessons. It can be done by giving end of the unit tests, standardized tests, portfolios and course grades.

Kornhaber, M.L. (n.d). *Appropriate and Inappropriate Forms of Testing, Assessment, and*.

Accountability (1st ed., Vol 18, pp. 45-70). doi:10.117/089504803260024

This article argues that the appropriateness of testing, or any other form of assessment, as a solution to such problems should be guided by one primary motivation: whether it enables all students to function at the highest possible level in the wider world. It also argues for a more balanced of assessments that can incorporate instructionally timely and useful information about students’ performance and concludes with guidelines and recommendations for appropriate test use.

(Based On: Prus, Joseph And Johnson, Reid, “A Critical Review of Student Assessment

Options,. (n.d). *Pros and Cons of Tools for Doing Assessment*. Retrieved April 25, 2016, from http//assessment.uconn.edu/docs/Pros\_and\_Cons\_of\_Assessment\_Tools.pdf

This on-line paper gives an excellent explanation of all assessments. However, it gives a detailed description of a the appropriate and inappropriate use of a performance based assessment which includes the definition, the target of method, the advantages and disadvantages of its use and ways to reduce those disadvantages.

Ross, John A. (2006). The Reliability, Validity, and Utility of Self-Assessment. Practical

Assessment Research & Evaluation, 11(10). Available online: http://pareonline.net/getvn.asp?v=11&n=10

This peer-reviewed electronic journal provides a good source of information for understanding self-assessments. It addresses a variety of issues such as does it improve student performance, does it provide valid evidence about student performance, the strength and weaknesses of a self-assessment and how to make self-assessment more useful.

Hamilton, S., & Media, D. (n.d). The Effects of Self Assessment on Student Achievement.

Retrieved April 23, 2016, from http://education.seattlepi.com/effects-self-assessment- student-achievement-1961.html

This online article speaks of what self-assessment does to the student. It states it enhances self-confidence, self-advocacy, it develops realistic expectations and it encourages students to set goals, such as academic, professional, and personal.